Learning Conversation Notes	
Name of Partner:	Date:
Community Inclusive Playgroup	December 16, 2004
Number of Children Served:	Ages:
12 children	All 2 years olds
When Served: July 1, 2004 - present	Gender: Ethnicity: 7 boys and 5 girls 10 Caucasian 1 Chinese-Asian 1 Persian

Conversation Participants:

Annie Toor, Virginia Daniels, Jackie Clark, Lisa Teal, Jeanne Crider, Heidi Kolbe, Don Ferretti, and Nancy Baggett.

Desired Outcomes:

- All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.
- The modular is used by the community for meetings and gatherings on a fee basis resulting in a funding source other than First 5 to pay for team meetings.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, and when services were provided).
- Ages & Stages Questionnaire for children in Early Head Start participating in the playgroup.
- Early Intervention Developmental Profile for families in the ARC Placer Infant Program.
- Parent satisfaction surveys.
- Narratives from team meetings
- Tracking community usage of the modular along with revenues and expenses placed in a protected account for the playgroup team meetings.

What is this data telling us about achievement of outcomes?

- The average length of service for the children currently being served is 8 months.
- The ethnicity of the children being served by the Early Head Start program in Loomis is much different than other Early Head Start sites throughout the county. There tends to be more Asian parents in the Loomis area vs more Hispanic parents in Lincoln or Tahoe.
- With the Ages & Stages Questionnaire, all the children were scoring above the cutoff score and appeared to be at the appropriate level of development. However, they still review the scores and look toward the area of lower developmental skills to create the lesson plans for the classroom.
- Parents really do understanding what is appropriate child development and the accurate scoring on the ASQ confirms this.
- The parent survey, which is administered every six months, was an indication that
 the program is achieving the outcome of caregivers becoming more knowledgeable.
 The language that the parents include in their comments, indicate that they are
 aware of appropriate child development. They also express that because they are
 more knowledgeable about child development, they have more patience with their
 children.
- Parents are taking some of the experiences they have during the playgroup home to use with their children. Some activities work at home (ie: dinner time eating, etc.) and others don't but at least parents are exchanging ideas with the professional staff and other parents.
- The Infant Program staff use the Early Intervention Developmental Profile to measure the children in their program and their appropriate achievement of their development. This tool is focused on measuring children that have developmental delays. Overall, each of the children scored have made progress in their development. Additionally, parents were able to gain knowledge about their child's progress and feel more supported parents actually participate in these assessments of their children to become more knowledgeable. Staff de-emphasizes the importance of their child scoring high and as a result parents can express their needs and concerns and the staff work with them as a team.

In what ways will we apply what we have learned from our data?

- When you split the location of staff you have to be more intentional in communicating

 the communication is very important in this blended program.
- If a child scores below the cutoff on the ASQ or the ASQ-SE, they will continue to be referred for further assessment or services.
- It is important to educate parents around appropriate child development so they can continue to be involved in their child's future education.
- The parent satisfaction survey should include a question that asks parents what the program might improve upon or what isn't working.
- It is important for both the Infant Development staff and the Early Head Start staff to continue working with parents and caregivers as part of the screening/assessment process to ensure transferring more knowledge around appropriate child development to the parents and ensure accuracy of the child's scores.
- It may be helpful to question the parents around their experience with the screening/assessment process.
- They need to begin focusing on increasing revenues to help sustain the team meetings and the modular expenses and decrease the need for First 5 funds. Annie also suggested looking at some socialization funds through Early Head Start.

Other points that were made during the conversation:

- The modular is finally completed and they are now able to enjoy the site and share it with the community.
- The space has allowed the children that are participating to really interact with each other and with the adults in the classroom. Additionally, the space has helped to really calm things down so the programs are both better able to achieve their goals.
- The transition times run more smoothly with the activities that the children are participating in.
- Appreciation was express for the commitment of the partners involved and the flexibility and commitment of First 5 to complete the modular.
- It is wonderful to have specialists in the playgroup to observe the children enrolled in the Early Head Start programs to assist on making referrals.
- Cultural sensitivity is necessary. For example, Asian children are used to being held more so this can present some challenges in a preschool/childcare setting.
- All of the children currently enrolled in the playgroup speak English as their primary language and all of the parents also speak English.
- The Ages & Stages Questionnaire is given to the parents to complete at home and bring back to the teachers. When they are returned, the teachers review the questionnaires and sometimes talk with the parents to ensure the information is accurate. Additionally, the teachers use the information to develop activities for the classroom curriculum to assist the children to better reach their developmental milestones.
- The Ages & Stages Questionnaire is not only used to score the child on their development but to also educate the parents on what is appropriate development.
- There is an area on the Ages & Stages Questionnaire for the parents to complete if they have additional concerns or questions around their child's health, development, or anything else.
- The ASQ tool doesn't always catch areas of concern- this was discovered when they
 began to see trends around the scores for the "communication issues for under 3
 year olds" and the Spanish speaking questionnaire.
- A child development plan is also created for each child in collaboration with the primary caregiver. This plan includes the strengths of the child along with the developmental domain that the parent would like the child to work on.
- Early Head Start staff are able to take observations about the children exchanged in the weekly team meetings and put them right into the children's Developmental Profiles.
- Inclusion has also helped to make changes beyond the playgroup. They currently
 have one child in another Early Head Start Class who is included as a playmate by
 the typically developing children. This indicates, that as a result of the early
 inclusion, when interacting with children with special needs, the typically developing
 children are very helpful, compassionate, and empathetic.
- Parents of Early Head Start children actually are requesting for their child to participate in the inclusive playgroup vs participating in the class with only the typically developing children.
- Early Head Start is talking about the brain development facts from the first day of a
 child participating in their program-use the idea that early intervention can
 significantly help. With the Infant Program, they are working in partnership with the
 parent from day one and always focus on brain development.
- They have started one other playgroup (in August) that meets once a week. It includes 4 community children and 4 Infant Program children. They are not able to charge the children from the Infant Program but the community children have paid \$120.00 to date to participate. They will also be starting to add more playgroups.
- After the first of the year, they plan on developing a fee schedule & advertising the room.

Next Steps:

- Revise the parent satisfaction survey to include a questions which solicits feedback on what isn't working or what they would like to see done differently. Additionally, add a question soliciting the parents concerns or benefits of their child participating in the inclusive playgroup.
- They will need to begin actively advertising the availability of the meeting space to be rented by community groups. They have started to begin thinking about it however, they are now ready to take action.
- After the first of the year, the group will put together information to be sent to the First 5 list serve.
- The next learning conversation will be held towards the end of May 2005.